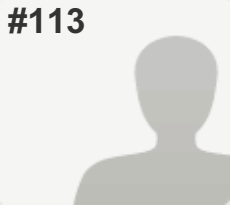


#113

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 29, 2016 10:12:46 AM**Last Modified:** Friday, September 16, 2016 1:48:19 PM**Time Spent:** Over a month**IP Address:** 65.157.78.2

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| Q1: Name of School District: | Waterloo Community School District |
| Q2: Name of Superintendent | Dr. Jane Lindaman |
| Q3: Person Completing this Report | Stephanie Mohorne |

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Q4: 1a. Local TLC Goal

Goal 2: Attract a highly qualified staff - Attract able and promising new teachers who express a desire to work in an urban/diverse setting by offering short and long-term professional development, share leadership opportunity pathways and mentoring and coaching supports and by continuing to offer competitive salaries.

Goal 3: Retain effective teachers - Retain effective teachers by offering effective, satisfying, supportive career experience in Waterloo, as well as providing competitive salaries, rewarding professional growth, encouraging risk-taking, and celebrating service.

Q5: 1b. To what extent has this goal been met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Goal 2: Job Fairs attended were at - Spellman, Morehouse, Georgia Tech, Iowa State University, University of Northern Iowa, University of Iowa, Minnesota, Wisconsin WERF, Northern Illinois, Eastern Illinois and Chicago State. Our principals individually reach out to our local colleges (UNI and Wartburg) for candidates when they have open positions. Although we do not have the exact number of teachers who have attended the job fairs and connected with the Waterloo Schools actually apply for a teaching position, we have had 153 open teaching positions within the last fiscal year with 1,184 applicants.

Goal 3: The Waterloo Schools starting salary for new teacher is \$36,460 which is competitive with the other seven UEN school districts. We monitor the growth toward our goal of retaining 95% of new teachers at least three years. For the 2015-2016 school year we are at 91.8%.

Professional growth opportunities - our teaching staff have several professional growth opportunities throughout the year including mandatory and non-mandatory PD. Each building is required to complete a monthly professional development plan based on the building School Improvement Plan and the teachers' Individual Teacher Professional Development Plans. The new teacher and their career teacher mentors also engage in additional professional development after school hours. Topics available included: Interacting with parents, classroom management, literacy, math, technology and cultural competency.

As part of the grant, we administer a survey to our new teachers once per quarter. Questions asked include:
How effective is each role in providing support to improve your professional practice?(administrator, lead teacher, instructional coaches, team leader, department chair, mentor teacher, mentor coach, model classroom teacher, ELL coach, PK coach, Music coach, academy coordinator)
How happy with you with your decision to work for the WCSD?
In 5 years, how likely are you to remain in the WCSD?

Q7: 2a. Local TLC Goal

Goal 5: Increasing collaboration - Develop and support opportunities for teachers to engage in meaningful collaboration to improve their practice by learning from each other, throughout buildings, the Waterloo District and in Iowa.

Q8: 2b. To what extent has this goal been met?

(no label)

Somewhat Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have not collected specific implementation data regarding collaboration opportunities. The PLC structure that our district has implemented allows for several collaboration opportunities for teachers. At the elementary level, all teachers meet in formal PLC groups twice per week. At the middle and high school levels content teachers meet once per week in PLC groups. Each month all content-alike teachers meet in district-wide PLC groups for two hours. Although our grant states that we will be using scale data from iObservation, we have submitted an amendment and were approved, and are not using iObservation scale data.

Q10: 3a. Local TLC Goal

Goal 4: Promote professional growth - Ensure each teacher's professional growth and instructional confidence by identifying and using teacher leaders in tandem with building and district administration to provide frequent, on-going learning supports in the areas of instruction, behavior, and culturally competent relationships.

Goal 6: Reward effective teachers - Identify, honor and reward effective teaching by providing pathways for career opportunities that come with increased leadership responsibilities, shared decision making and increased compensation.

Q11: 3b. To what extent has this goal been met?

(no label)

Somewhat Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Goal 4: Promote professional growth - Using the iObservation tool as a measure, there were approximately 9,934 teacher observations completed between July 1, 2015 and July 1, 2016. Both during the academic year and during the Summer Seminars teachers were given a variety of opportunities for professional development including PD on behavior, special education, safety, trauma, ELL, writing, technology, literacy and math. On our annual all staff survey, respondents were asked to rate the quality of professional development and training was adequate for their needs. 720/1166 or 62% agreed or strongly agreed that the PD/training was adequate for their needs. The number of teachers leaders in Waterloo was approximately 244/900. Our behavior referral data (major referrals) in 2014-2015 was 8,398 major referrals and in 2015-2016 was 9,005. We are not using the iObservation scale data.

Q13: 4a. Local TLC Goal

Goal 1: Improve student learning - Improve student learning in literacy, math, science, social studies and leadership skills and close the achievement gap by strengthening instruction to the level where every student in Waterloo is taught by highly effective, culturally competent teachers.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Although we are using the iObservation feedback tool to give teachers feedback, we are not using the scale data portion of the tool. Our goal was that each teacher receive at least 12 documented observations per year. As of this year, not including formal observation for those on evaluation cycle, there have been approximately 9,934 observations completed on approximately 900 teachers which equals out to each teacher receiving about 11 observations over the course of the year.

Our non-FAY Iowa Assessment results are:

Reading

3-5 grade span 57.1% which is down 3.2%

6-8 grade span 61.4% which is down 1.6%

11th grade 69.1% which is up 1%.

Math

3-5 grade span 61.3% which is down 2.6%

6-8 grade span 63.6% which is down 2.5%

11th grade 69.5% which is up 0.7%

Each level of Pay for Performance (District, Elementary, Middle High) has student achievement goals based on Iowa Assessments. Elementary also has a goal based on FAST data to increase the percentage of students who met grade level benchmark standards to 55% in the spring. Fall data was 37.92% and spring data was 52.78%. For our math screeners, at the beginning of the year 34% of students were proficient and at the end of the year 78% of students were proficient. For the DRA2 - 1502/3545 students made accelerated gains from the beginning of the year to the end of the year, 1502/3545 made expected gains, 401/3545 made less than expected gains and 140/3545 made less than expected gains.

We are no longer using Skills Iowa as we have transitioned to using our own teacher created formative assessments. Although this year we do not have a streamlined way to gather district-wide data from those assessments, next year they will be entered into our Infinite Campus system, giving us more options to review and disaggregate the data for the middle school level.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Respondent skipped this question

Impact of TLC Plan - 2015-2016

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|---|---|
| Q17: 5b. To what extent has this goal been met? | <i>Respondent skipped this question</i> |
| Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters) | <i>Respondent skipped this question</i> |
| Q19: 6a. Local TLC Goal | <i>Respondent skipped this question</i> |
| Q20: 6b. To what extent has this goal been met? | <i>Respondent skipped this question</i> |
| Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters) | <i>Respondent skipped this question</i> |

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Based on our results, we will continue with the TLC implementation as it stands, however, we will make some minor adjustments. This year we will be adding the position of Curricular Leaders to our TLC roles. Last year we noted that the core teams, literacy, math and science needed a teacher leader to coordinate all of the committee work that is happening inside of those committees with the work of the other district committees.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Last year we spend a great deal of time and energy on true distributive leadership. The TLC structure has allowed for us to distribute leadership to those teachers who are in leadership roles. Under the distributive leadership framework, teachers have more ownership of the process and it is not seen as a top down initiative. We have noticed a change in the beliefs of the teachers, where they are now believing that they are truly part of the process because of the extensive involvement of teachers on our district leadership committees. We have district-wide committees made up of teacher leaders and teachers that have volunteered to be a part of them. They include: literacy, science, math, social studies, assessment, CFAs, TLC and communications. We plan to continue this practice for the upcoming year as well.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.